The Halyard
A weekly newsletter for Virginia's Library Media Specialists
January 14, 2005

Charlie's chatter

Well, we are in our new port. We have gone from yachts to dinghies. My office is now a 6' table and two bookcases, one of which is on top of my table! When I go to stand up, I must turn my chair, as there is no room to back the chair up without hitting the trashcan. But, like a good seagoing captain, I am adjusting my sails and making the best of it. I am looking forward to visiting some school divisions in the next few months. If you have an exciting program that you would like to share with me, send me an email and maybe I can come see your successes.

There have been many articles published in national news services that relay stories of libraries with reduced budgets, closings, loss of staff, and other loss of services. I must continue to remind you that your advocacy must extend beyond your library. You must have people within your community to be aware of the value school libraries bring to their children. In order to do that, share the wonderful work you are doing, invite people to visit your library, speak up and get others to speak up for you. Remember you can't be a choir of one!

Our sailing word of the week
Displacement: The weight of water displaced by a vessel
OR
Moving 8 people and all of their files into a room measuring 20' by 24"

Reliability of web information challenges educators

From eSchool news staff and wire service reports
December 22, 2004

Go to Google, search and scroll results, click and copy: When students do research online these days, many educators worry, those are often about the only steps they take. If they can avoid a trip to the library at all, many students gladly will. Young people might know that just because information is plentiful online doesn't mean it's reliable, yet their perceptions of what's trustworthy frequently differ from their elders--sparking a larger debate about what constitutes truth in the Internet age.

"If I'm going to go to the library, chances are somebody hasn't paid a librarian 100 bucks to point me to a particular book," said Beau Brendler, director of the Consumer Reports WebWatch. Read more at http://www.eschoolnews.com/eti/2004/12/000421.php

WEB WISE KIDS

Web Wise Kids are a non-profit organization dedicated to ensuring child internet safety by giving tips and advice to parents and children on how to protect themselves from online predators http://www.webwisekids.com/

W's of Information Inquiry

http://www.eduscapes.com/tap/

Children don't just "do" information, technology, and Internet. A inquiry or project-based learning environment involves wondering about a topic, wiggling through information, and weaving elements together. Each student learns and expresses themselves in a unique way. This model was developed by Annette Lamb in the early 1990s. It was published in the book **Surfin' the Web: Project Ideas from A to Z** by Annette Lamb, Larry Johnson, and Nancy Smith in 1997 and in an article called Wondering Wiggling, and Weaving: A New Model for Project and Community Based Learning on the Web (**Learning and Leading With Technology**, 1997, 24(7), 6-13). The model is similar to the work of Eisenberg, McKenzie, Kuhlthau, Pappas and Tepe. However, a fun alliteration was used to stimulate student interest and focus on the student's perspective. You're probably familiar with the 5Ws (who, what, when, where, and why), here are 8 new ones.

The 8Ws of Information and Communication

- Watching *(Exploring)* asks students to explore and become observers of their environment. It asks students to become more in tune to the world around them from family needs to global concerns.
- Wondering *(Questioning)* focuses on brainstorming options, discussing ideas, identifying problems, and developing questions.
- Webbing *(Searching)* directs students to locate, search for, and connect ideas and information. One piece of information may lead to new questions and areas of interest. Students select those resources that are relevant and organize them into meaningful clusters.
- Wiggling *(Evaluating)* is often the toughest phase for students. They're often uncertain about what they've found and where they're going with a project. Wiggling involves evaluating content, along with twisting and turning information looking for clues, ideas, and perspectives.
- Weaving *(Synthesizing)* consists of organizing ideas, creating models, and formulating plans. It focuses on the application, analysis, and synthesis of information.
- Wrapping *(Creating)* involves creating and packaging ideas and solutions. Why is this important? Who needs to know about this? How can I effectively convey my

ideas to others? Many packages get wrapped and rewrapped before they're given away.
- [Waving](#) *(Communicating)* is communicating ideas to others through presenting, publishing, and sharing. Students share their ideas, try out new approaches, and ask for feedback.
- [Wishing](#) *(Assessing)* is assessing, evaluating, and reflecting on the process and product. Students begin thinking about how the project went and consider possibilities for the future.

Closing Libraries

Isaac Asimov wrote, "When I read about the way in which library funds are being cut and cut, I can only think that American society has found one more way to destroy itself."

The closure of public libraries in Salinas is a disaster, especially for a city in a state with some of the lowest reading scores in the nation "Calif. City to shutter its libraries," News, Monday).

Research shows that better public and school libraries are related to better reading achievement. The reason for this is obvious: Children become better readers by reading more, and for many children, the library is only place they have access to books. California has the worst school libraries in the country, and California's public libraries rank near the bottom.

When California's low reading scores were first announced in 1992, it stimulated a rush to heavy phonics instruction. But it didn't work. California fourth-graders' performance on the most recent national reading test was at the same dismal level as it was in 1992.

There is a more reasonable and less expensive solution: Improving, not destroying, public and school libraries.

Stephen Krashen
Professor Emeritus
University of Southern California